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ABSTRACT

This study examined the personal value systems of 98 at-risk seventh- and eighth-grade students in a public middle school in southwest Baltimore County, Maryland. The study sought to determine differences in the value orientations, or personal beliefs and attitudes, of: (1) males and females; (2) minority and nonminority students; and (3) Asian and Black students. The students chose one of three solutions to each question in a survey of 20 questions that addressed the use of time, control of nature, relationships with family and the community, and choice of activities. Findings showed significant differences between males and females in their attitudes toward community and family relations, and activity choice; between minority and nonminority students in their attitudes toward time use, control of nature, and community and family relations; and between Asian and Black students in their attitudes toward time use, control of nature, and community and family relations. Results suggest that teachers and school counselors should be aware of the values held by at-risk adolescents to better meet the adolescents' needs. Fifteen tables of data and a sample survey are included. (MM)

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DIFFERING VALUES OF "AT-RISK" MIDDLE SCHOOL STUDENTS

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DIFFERING VALUES OF AT-RISK MIDDLE SCHOOL STUDENTS

INTRODUCTION

Virtually every school system in the Nation faces the growing problem of "at-risk" students, youngsters unable to succeed academically who "drop out" of school, sharply reducing their opportunities for personal fulfillment and economic success. Over the last decade, a few school systems have experimented with programs to motivate "at-risk" students which focus attention on students' personal beliefs, values, attitudes and their "sense of self-worth."

One of the largest school systems in Maryland recently initiated a pilot program to provide a "safety net" for "at-risk" students to encourage--and enable--them to stay in school which included aspects of values education and improving students' self-esteem.

In the study reported today, the personal value systems of 98 Seventh and Eighth Grade students, identified by their teachers as "at-risk" in one Maryland public middle schools, were examined to determine if there were differences in the value orientations (personal beliefs and attitudes) of (1) males and females; (2) minority and non-minority students, and (3) Asian and Black students.

The students chose 1 of 3 solutions to a 20-item survey which presented situations in the areas of time management, attitudes toward nature, and relationships with family and the community and choice of activities.

REVIEW OF RELATED LITERATURE

Values clarification programs and the school's responsibility in building students' self-esteem received much attention in the 60's through the work of Simon and Glasser, among others. In Control Theory in the Classroom (1986), Glasser contends that students must believe a proposed action or activity will help them satisfy a current need. Thus, the most effective teaching and challenging curriculum cannot motivate students whose attitude/values systems reject "school learning" as not meeting their current--or future--goals.

Little research was reported in the 70's on personal values and student achievement. Balmer's (1971) study of 376 elementary pupils in the Syracuse, New York, schools, found that socioeconomic class significantly affected the value systems of black children from middle- and lower-socioeconomic backgrounds more than white children of similar backgrounds. Race was less significant than socioeconomic class.

For the next three decades, America's public schools struggled to teach children recently immigrated to the United States, pupils unable to speak English, representing a diversity of cultures. Academic achievement declined in many schools, and students' personal value systems and sense of self-esteem received little attention as the schools' tried to maintain--and raise--academic standards.

Venturini's (1988) survey into the causes of school vandalism found distinct differences between students who vandalized schools and those who did not. The 300 students sampled responded to items regarding their personal feelings, home/family relationships and attitudes toward school and their community.

Strodl (1988) concluded from his study of 804 students in five multiethnic urban middle schools in New York State that students from different ethnic backgrounds responded differently to a mutually experienced school environment. Using the Elementary and Secondary Environment Index, a companion to the Organizational Climate Index, each school's population was grouped as Black, White, Hispanic, Oriental, and Other or Multiethnic. Analyses of statistical data included among the findings: (1) students' ethnicity and socioeconomic status were more important in determining differences in perception than was ability; (2) social issues were not separated from academic issues and teachers in the students' minds; (3) Black and White students differed most in their motivation and interests; and (4) Hispanic students had totally different perceptions from Black and White classmates.

Frymeier and Gansneder (1989) conducted a comprehensive study of 5,400 seriously "at-risk" students to identify the strategies used by schools to help these students remain in school. Placing "at-risk" students in small classes, providing individual tutoring, or scheduling frequent

conferences with parents, the three most frequently used approaches reported, had not proved effective, according to the researchers.

Aboug's (1991) research on improving attendance, discipline, academic achievement and attitudes of 25 "at-risk" urban middle school students involved a mentorship between teachers and students. Results showed significant improvement in attitudes toward school as well as improving attendance, increasing achievement, and reducing misbehavior.

Despite the dearth of research on the impact of students' personal value and belief system on academic achievement, there are indications that such belief systems can negatively, or positively, affect the students' perception of their own academic abilities and the importance of education in their lives.

METHODOLOGY

The 98 "at-risk" students in our study attended a middle school of 760 pupils, located in a densely populated suburban community in southwest Baltimore County, one of the largest counties in Maryland, at the edge of Baltimore City, primarily suburban, residential, of managerial and professional residents.

As part of the middle school curriculum, all pupils studied personal values and ethical behavior, using guidelines outlined in 1984 and Beyond: A Reaffirmation of Values

As part of the middle school curriculum, all pupils studied personal values and ethical behavior, using guidelines outlined in 1984 and Beyond: A Reaffirmation of Values prepared for teachers' use by the Baltimore County School Board.

The sample, randomly selected within the racial mix of the school, volunteered to complete an adapted version of the "The Harvard Instrument, the survey used by Balmer in 1971, after the purpose of the study had been explained to them and their anonymity was assured. The researcher read the items to avert possible reading problems for the students, who were encouraged to ask for clarification on any of the vocabulary.

Of the 44 males and 54 females, 52 were from Grade 7 and 46 from Grade 8. There were 52 white students and 46 minority students, 31 were Black, 15, Asian.

The 98 student-volunteers indicated their personal choice from three possible solutions for a variety of situations in the areas of Use of Time, Control of Nature, Relations with Family/Community and Choice of Activities.

Specifically, the following hypotheses were tested: there is no difference in the value orientations of (a) male and female students; (b) minority and non-minority students; (c) Asian and Black students.

The original questionnaire contained 22 items in four areas: Use of Time, Control of Nature, Community/Family Relations, and Choice of Activity. Two items--one dealing

with God and the other with growing plants--were omitted at the request of the school system's Director of Research and the principal of the middle school. The item related to God was not used to avoid the possibility of religious controversy, and it was felt that the students lacked the background to respond to the item regarding growing plants.

The chi-square test at the .05 level of significance, used by Balmer in his 1971 study, was used to analyze the data.

FINDINGS

Analysis by Gender

In responding to the four questions on Use of time, Table 1, the majority of males and females favored the Present-time orientation," described by Balmer (1971) as an attitude in which "traditions are important; focus on flexibility in every-day life," as their first choice. The Future-time orientation, where traditions are unimportant; emphasis is on new things, was the group's second choice. There were no statistically significant differences between the two groups on any of the items in this category (Table 5).

A very small percentage chose the Past, or Traditional, orientation, an attitude in which traditional ways are best; change is not desirable for Use of time and the other three areas.

Significant differences at the .05 level occurred between males and females in the areas of Community/Family Relations,

and Choice of Activity (Tables 3, 4, 5), but no significant differences occurred between boys and girls on the three items dealing with the ability to control life, death...and the weather.

Analysis by Race--Minority and Non-minority

When the sample was analyzed by minority and non-minority groups, significant differences occurred in three of the four categories, Use of Time, Control of Nature and Community/Family Relations (Tables 6, 7, 8). Significant differences between minority and non-minority students resulted for the Use-of-Time item, "What will your life be like in the future?" (Table 6); the level of significance reached .009.

Significant differences between minority and non-minority students occurred on two questions in the Control of Nature category: "How much control does man have over how long he lives?," and "How would you get help after the loss of a job?" (Tables 10).

Analysis by Race--Asian and Black

When Asian and Black students' responses were analyzed, no significant differences resulted for any of the five items in the Choice-of-Activity items, but significant difference, reaching the .009 level, occurred in the Use-of-Time item, "What do you think your future will be like?." Even greater differences were found between Asian and Black students on the item, "How much control does man have over how long he lives?"

in the Control of Nature category, significance reached .005. The same level of significance was reached for the question, "How would you get help after the loss of a job?" from the Community/Family Relations category.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The frequent choice of the "Present" orientation (Traditions are important; focus on flexibility in everyday life) by the adolescents for the Use-of-Time items should not be surprising. Teenagers' lives are often strongly influenced by their peers' mores, and most are usually eager to experiment and make choices in every facet of their lives. They recognize dependence on their parents and still accept the religious and familial rituals. Yet, they are seeking new ways and to change the familiar patterns around them.

Even in their short lives, they realistically accept their lack of control over life, death, losing jobs, or changing the weather.

From the three options on issues dealing with family and community problems (relying on self, sharing problem with others, or transferring responsibility to an elder), most adolescent males in the sample indicated they would solve their own problems and make their own decisions. This may be an reflection of their need to be independent, in control of their lives. The females preferred sharing responsibility when solving problems or making choices, which may indicate

their willingness to be "team-players," to cooperate, filling a less dominant role in a relationship.

Some of the responses of both male and female could be interpreted as fulfilling their sex-role stereotypes. Males valued working hard for future gain, while the females indicated that "enjoying life" was of greatest importance.

The value orientations of minority and nonminority students in the sample showed more similarities than differences; a similar conclusion was reported by Balmer over twenty years ago.

Recommendations

Teachers and school counselors should be aware that the values held by today's adolescents may be far different from those they held as adolescents--and currently hold. It is quite possible that the teenagers' personal beliefs may even hinder their academic success. If the present curriculum is seen by some students as unrelated to their current goals; if the teachers, counselors and school administrators are perceived as lacking in understanding of their students' culture and aspirations, effective learning in the classroom is at peril.

The changing demographics in our schools are already affecting the ability of teachers to understand and meet their students' needs. Minority students rarely are taught by minority teachers, who could provide good role models for them. The teaching profession is attracting fewer blacks and

other minorities to its ranks; fewer white males choose teaching as a career. The percentage of males--white, black and other minorities--who begin teaching careers and leave the classroom, usually within five years, is much greater than for females. Thus, the increasing number of minority children may never be taught by an a member of their own race, who would be more understanding of the pupils' culture and belief systems. The teachers presently in our classrooms--and those who will enter the profession in the future--must understand and accept the cultural values and personal beliefs of their students if they are to prepare them with the knowledge they will need to live a productive life.

Curriculum that enables students to make choices of classroom activities and relate in-school learning to students' future choices may succeed in halting the alarming number of "at-risk" students who "drop out" of our schools every year. Research must continue to address this crucial issue.

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APPENDIX A

TABLES 1 - 15

Table 1

Use of Time

Middle School Students' Responses by Gender (N = 98)

Question	Male						Female					
	Past		Present		Future		Past		Present		Future	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
3. How should children be raised?	1	1	29	29.5	14	14.2	1	1	34	34.6	19	19.3
5. What do you think your future will be like?	11	11.2	28	28.5	5	5.1	7	7.1	40	40.8	6	6.1
9. What can be expected for the quality of life in the future?	3	3	35	35.7	6	6.1	1	1	42	42.8	11	11.2

Past - Traditional ways are best; change is not desirable.

Present - Traditions are important; focus on flexibility in everyday life.

Future - Traditions are unimportant; emphasis is on new things.

Table 1, concluded

Question	Male						Female					
	Past		Present		Future		Past		Present		Future	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
12. Should religious ceremonies stay the same?	8	8.1	32	32.6	4	4	4	4	39	39.7	11	11.2
18. How should money for school supplies be divided?	1	1	25	25.5	18	18.3	1	1	24	24.4	29	29.5

Past - Traditional ways are the best; change is not desirable.

Present - Traditions are important; focus on flexibility in everyday life.

Future - Traditions are unimportant; emphasis is on new things.

Table 2

Control of Nature

Middle School Students' Responses by Gender (N = 98)

Question	Male						Female					
	None		Total		Partial		None		Total		Partial	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
4. How much control does a boy have over the life/death of a pet?	35	35.7	7	7.1	2	2	42	42.8	8	8.1	4	4
11. How much control does man have over the weather?	22	22.4	4	4	18	18.3	31	31.6	4	4	19	19.3
17. How much control does man have over how long he lives?	27	27.5	8	8.1	9	9.1	36	36.7	11	11.2	7	7.1

None - A person has no control over the forces of nature.

Total - A person has total control over the forces of nature.

Partial - A person can control some natural forces but not others.

Table 3

Community/Family Relations

Middle School Students' Responses by Gender (N = 98)

Question	Male						Female					
	Self		Elder		Share		Self		Elder		Share	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
2. How should a community plan where a school is constructed?	4	4	20	20.4	19	19.3	13	13.2	5	5.1	36	36.7
6. How would you get help after the loss of a job?	9	9.1	23	23.4	12	12.2	14	14.2	32	32.6	8	8.1
7. What is the best way for an extended family to work together?	7	7.1	13	13.2	30	30.6	9	9.1	15	15.3	24	24.4
8. How should a delegate be chosen?	28	28.5	9	9.1	7	7.1	24	24.4	4	4	26	26.5

Self - A person is responsible for his/her own problem solving.

Share - A person shares problem solving or responsibilities with others.

Elder - A person transferres responsibility for problem solving to the eldest group member.

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Table 3 concluded

Question	Male						Female					
	Self		Elder		Share		Self		Elder		Share	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. How would responsibility be divided if you were setting up your own business?	8	8.1	10	10.2	26	26.5	12	12.2	14	14.2	28	28.5
14. How should an inherited store be run by a family?	5	5.1	7	7.1	32	32.6	8	8.1	3	3	43	43.8
15. How should Inherited property be divided or managed?	31	31.6	1	1	12	12.2	34	34.6	1	1	19	19.3

Self - A person is responsible for his/her own problem solving.

Share - A person shares problemsolving or responsibilities with others.

Elder - A person transferres responsibility for problemsolving to the eldest group member.

Table 4

Choice of Activity

Middle School Students' Responses by Gender (N = 98)

Question	Male				Female			
	Being		Doing		Being		Doing	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. What type of teacher would you prefer?	35	35.7	9	9.1	50	51	4	4
13. What is the best way for a boy to live his life?	24	24.4	20	20.4	21	21.4	33	33.6
16. How should a person who works for himself organize his life/business?	30	30.6	14	14.2	34	34.6	20	20.4

Being - Enjoy life in the present.

Doing - Work hard for future gain.

Table 4 concluded

Question	Male				Female			
	Being		Doing		Being		Doing	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
19. What would be the best way for a girl to live her life?	21	21.4	23	23.4	37	37.7	17	17.3
20. What would be the best way for a boy to spend his free time?	11	11.2	33	33.6	14	14.2	39	39.7

Being - Enjoy life in the present.

Doing - Work hard for future gain.

Table 5

Chi-Square Analyses of Student Value Choices

by Gender, (N = 98)

Question	Chi-Square Value
Use-of-Time	
3. How should children be raised?	.13540
5. What do you think your future will be like?	2.28204
9. What can be expected for the quality of life in the future?	2.10850
12. Should religious ceremonies stay the same?	4.31466
18. How should money for school supplies be divided?	1.59103
Control-of-Nature	
4. How much control does a boy have over the life/death of his pets?	.35296
11. How much control does man have over the weather?	.54055
17. How much control does man have over how long he lives?	.99940
Community/Family-Relations	
2. How should a community plan where a school will be constructed?	5.6708[a]
6. How would you get help after the loss of a job?	2.36389

[a] Significant at the .05 level.

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Table 5 concluded

Question	Chi-Square Value
Community/Family-Relations	
7. What is the best way for an extended family to work together?	.03953
8. How should a delegate be chosen?	12.27759[b]
10. How would responsibility be divided if you were setting up your own business?	.52581
14. How should an inherited store be run by a family?	2.91559
15. How should inherited property be divided or managed?	.70605
Choice-of-Activity	
1. What type of teacher would you prefer?	3.58708[a]
13. What is the best way for a boy to live his life?	2.39319
16. How should a person who works for himself organize his life/business?	.29145
19. What would be the best way for a girl to live her life?	4.33856[c]
20. What would be the best way for a boy to spend his free time?	.02517

[a] Significant at the .05 level.

[b] Significant at the .002 level.

[c] Significant at the .03 level.

Table 6

Use of Time

Middle School Students' Responses by Race (N = 98)

Question	Minority						Nonminority					
	Past		Present		Future		Past		Present		Future	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
3. How should children be raised?	2	2	25	25.5	25	25.5	0	0	38	38.7	12	12.2
5. What do you think your future will be like?	6	6.1	36	36.7	7	7.1	6	6.1	32	32.6	12	12.2
9. What can be expected for the quality of life in the future?	2	2	39	39.7	7	7.1	2	2	38	38.7	10	10

Past - Traditional ways are the best; change is not desirable.

Present - Traditions are important; focus on flexibility in everyday life.

Future - Traditions are unimportant; emphasis is on new things.

Table 6 concluded

Question	Minority						Nonminority					
	Past		Present		Future		Past		Present		Future	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
12. Should religious ceremonies stay the same?	1	1	24	24.4	23	23.4	1	1	25	25.5	24	24.4
18. How should money for school supplies be divided?	1	1	24	24.4	23	23.4	1	1	25	25.5	24	24.4

Past - Traditional ways are the best; change is not desirable.

Present - Traditions are important; focus on flexibility in everyday life.

Future - Traditions are unimportant; emphasis is on new things.

Table 7

Control of Nature

Middle School Students' Responses by Race (N = 98)

Question	Minority						Nonminority					
	None		Total		Partial		None		Total		Partial	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
4. How much control does a boy have over the life/death of his pets?	17	17.3	8	8.1	2	2	39	39.7	7	7.1	4	4
11. How much control does man have over the weather?	30	30.6	2	2	13	13.2	23	23.4	6	6.1	21	21.4
17. How much control does a man have over how long he lives?	40	40.8	4	4	4	4	23	23.4	15	15.3	12	12.2

None - A person has no control over the forces of nature.

Total - A person has total control over the forces of nature.

Partial - A person can control some natural forces but not others.

Table 8

Community/Family Relations

Middle School Students' Responses by Race (N = 98)

Question	Minority						Nonminority					
	Self		Elder		Share		Self		Elder		Share	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
2. How should a community plan where a school is constructed?	5	5.1	12	12.2	27	27.5	16	16.3	5	5.1	28	28.5
6. How would you get help after the loss of a job?	14	14.2	25	25.5	9	9.1	9	9.1	11	11.2	30	30.6
7. What is the best way for an extended family to work together?	7	7.1	20	20.4	21	21.4	9	9.1	8	8.1	33	33.6
8. How should a delegate be chosen?	26	26.5	5	5.1	17	17.3	26	26.5	8	8.1	16	16.3

Self - A person is responsible for his/her own problem solving.

Share - A person shares problem solving or responsibilities with others.

Elder - A person transferres responsibility for problem solving to the eldest group member.

Table 8 concluded

Question	Minority						Nonminority					
	Self		Elder		Share		Self		Elder		Share	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. How would responsibility be divided if you were setting up your own business?	12	12.2	15	15.3	21	21.4	8	8.1	9	9.1	33	33.6
14. How should an inherited store be run by a family?	3	3	8	8.1	35	35.7	10	10.2	2	2	38	38.7
15. How should inherited property be divided or managed?	33	33.6	1	1	14	14.2	32	32.6	1	1	17	17.3

Self - A person is responsible for his/her own problem solving.

Share - A person shares problem solving or responsibilities with others.

Elder - A person transferres responsibility for problem solving to the eldest group member.

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Table 9

Choice of Activity

Middle School Students' Responses by Race (N = 98)

Question	Minority				Nonminority			
	Being		Doing		Being		Doing	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. What type of teacher would you prefer?	5	5.1	33	33.6	8	8.1	42	42.8
13. What is the best way for a boy to live his life?	27	27.5	21	21.4	27	27.5	23	23.4
16. How should a person who works for himself organize his life/business?	28	28.5	20	20.4	36	36.7	14	14.2

Being - Enjoy life in the present.

Doing - Work hard for future gain.

Table 9 concluded

Question	Minority				Nonminority			
	Being		Doing		Being		Doing	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
19. What would be the best way for a girl to live her life?	26	26.5	22	22.4	32	32.6	18	18.3
20. What would be the best way for a boy to spend his free time?	11	11.2	36	36.7	14	14.2	36	36.7

Being - Enjoy life in the present.

Doing - Work hard for future gain.

Table 10

Chi-Square Analyses of Student Value Choices
by Race, Minority and Non-Minority, (N = 98)

Question	Chi-Square Value
Use-of-Time	
3. How should children be raised?	9.04314
5. What do you think your future will be like?	17.02598[a]
9. What can be expected for the quality of life in the future?	3.91374
12. Should religious ceremonies stay the same?	6.97921
18. How should money for school supplies be divided?	7.99333
Control-of-Nature	
4. How much control does man have over the life/death of his pets?	9.52329
11. How much control does man have over the weather?	4.77640
17. How much control does man have over how long he lives?	16.39066[b]
Community/Family-Relations	
2. How should a community plan where a school will be constructed?	2.40581
6. How would you get help after the loss of a job?	18.63868[c]

[a] Significant at the .009 level.

[b] Significant at the .01 level.

[c] Significant at the .004 level.

Table 10 concluded

Question	Chi-Square Value
Community/Family-Relations	
7. What is the best way for an extended family to work together?	12.38876[d]
8. How should a delegate be chosen?	7.56465
10. How would responsibility be divided if you were setting up your own business?	10.40483
14. How should an inherited store be run by a family?	10.29471
15. How should inherited property be divided or managed?	4.39278
Choice-of-Activity	
1. What type of teacher would you prefer?	6.67179
13. What is the best way for a boy to live his life?	2.25774
16. How should a person who works for himself organize his life/ business?	5.36249
19. What would be the best way for a girl to live her life?	4.90041
20. What would be the best way for a boy to spend his free time?	2.41757

[d] Significant at the .05 level.

Table 11

Use of Time

Middle School Students' Responses by Race (N = 98)

Question	Asian						Black					
	Past		Present		Future		Past		Present		Future	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
3. How should children be raised?	0	0	8	17.3	11	23.9	2	4.3	17	36.9	14	30.4
5. What do you think your future will be like?	3	6.5	8	17.3	4	8.6	3	6.5	28	60.8	3	6.5
9. What can be expected for the quality of life in the future?	0	0	14	30.4	1	2.1	2	4.3	25	54.3	6	13

Past - Traditional ways are the best; change is not desirable.

Present - Traditions are important; focus on flexibility in everyday life.

Future - Traditions are unimportant; emphasis is on new things.

Table 11 concluded

Question	Asian						Black					
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
12. Should religious ceremonies stay the same?	0	0	14	30.4	1	2.1	4	8.6	25	54.3	4	8.6
18. How should money for school supplies be divided?	0	0	12	26	3	6.5	1	2.1	12	26	20	43.4

Past - Traditional ways are the best; change is not desirable.

Present -Traditions are important; focus on flexibility in everyday life.

Future - Traditions are unimportant; emphasis is on new things.

Table 12

Control of Nature

Middle School Students' Responses by Race (N = 98)

Question	Asian						Black					
	None		Total		Partial		None		Total		Partial	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
4. How much control does a boy have over the life/death of his pets?	11	23.9	0	0	2	4.3	25	54.3	8	17.3	0	0
11. How much control does man have over the weather?	8	17.3	1	2.1	3	6.5	22	47.8	1	2.1	10	21.7
17. How much control does a man have over how long he lives?	13	28.2	1	2.1	1	2.1	27	58.6	3	6.5	3	6.5

None - A person has no control over the forces of nature.

Total - A person has total control over the forces of nature.

Partial - A person can control some natural forces but not others.

Table 13

Community/Family Relations

Middle School Students' Responses by Race (N = 46)

Question	Asian						Black					
	Self		Elder		Share		Self		Elder		Share	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
2. How should a community plan where a school is constructed?	1	2.1	0	0	10	21.7	4	8.6	12	26	17	36.9
6. How would you get help after the loss of a job?	1	2.1	11	23.9	3	6.5	13	28.2	14	30.4	6	13
7. What is the best way for an extended family to work together?	3	6.5	6	13	6	13	4	8.6	14	30.4	15	32.6
8. How should a delegate be chosen?	7	15.2	2	4.3	6	13	19	41.3	3	6.5	11	23.9

Self - A person is responsible for his/her own problem solving.

Share - A person shares problem solving or responsibilities with others.

Elder - A person transfers responsibility for problem solving to the eldest group member.

Table 13 concluded

Question	Asian						Black					
	Self		Elder		Share		Self		Elder		Share	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. How would responsibility be divided if you were setting up your own business?	2	4.3	4	8.6	9	19.5	10	21.7	11	23.9	12	26
14. How should an inherited store be run by a family?	1	2.1	1	2.1	11	23.9	2	4.3	7	15.2	24	52.1
15. How should inherited property be divided or managed?	11	23.9	1	2.1	3	6.5	22	47.8	0	0	11	23.9

Self - A person is responsible for his/her own problem solving.

Share - A person shares problem solving or responsibilities with others.

Elder - A person transferres responsibility for problem solving to the eldest group member.

Table 14

Choice of Activity

Middle School Students' Responses by Race (N = 46)

Question	Asian				Black			
	Being		Doing		Being		Doing	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
1. What type of teacher would you prefer?	3	6.5	12	26	2	4.3	31	67.3
13. What is the best way for a boy to live his life?	7	15.2	8	17.3	20	43.4	13	28.2
16. How should a person who works for himself organize his life/business?	10	21.7	5	10.8	18	39.1	15	32.6

Being - Enjoy life in the present.

Doing - Work hard for future gain.

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Table 14 concluded

Question	Asian				Black			
	Being		Doing		Being		Doing	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
19. What would be the best way for a girl to live her life?	10	21.7	5	10.8	16	34.7	17	36.9
20. What would be the best way for a boy to spend his free time?	4	8.6	11	23.9	7	15.2	25	54.3

Being - Enjoy life in the present.

Doing - Work hard for future gain.

Table 15

Chi-Square Analyses of Student Value Choices
by Race, Asian and Black, (N = 98)

Question	Chi-Square Value
Use-of-Time	
3. How should children be raised?	9.04314
5. What do you think your future will be like?	17.02598[a]
9. What can be expected for the quality of life in the future?	3.91374
12. Should religious ceremonies stay the same?	6.97921
18. How should money for school supplies be divided?	7.99333
Control-of-Nature	
4. How much control does man have over the life/death of his pets?	9.52329
11. How much control does man have over the weather?	4.77640
17. How much control does man have over how long he lives?	16.39066[b]
Community/Family-Relations	
2. How should a community plan where a school will be constructed?	2.40581
6. How would you get help after the loss of a job?	18.63868[c]

[a] Significant at the .009 level.

[b] Significant at the .01 level.

[c] Significant at the .004 level.

Table 15 concluded

Question	Chi-Square Value
Community/Family-Relations	
7. What is the best way for an extended family to work together?	12.38876[d]
8. How should a delegate be chosen?	7.56465
10. How would responsibility be divided if you were setting up your own business?	10.40483
14. How should an inherited store be run by a family?	10.29471
15. How should inherited property be divided or managed?	4.39278
Choice-of-Activity	
1. What type of teacher would you prefer?	6.67179
13. What is the best way for a boy to live his life?	2.25774
16. How should a person who works for himself organize his life/ business?	5.36249
19. What would be the best way for a girl to live her life?	4.90041
20. What would be the best way for a boy to spend his free time?	2.41757

[d] Significance at the .05 level.

APPENDIX B

THE HARVARD INSTRUMENT (ADAPTATION)

Appendix B
The Harvard Instrument

1. Teacher choice

1) A pupil had a chance to choose the teacher he would have in his next grade. The two teachers were different; listen to what they were like and say which you think would be the best one.

A) One teacher was a fair enough person, and he gave somewhat higher grades than most teachers but he was the kind of teacher who insisted that the students work hard. He did not like it at all when a pupil sometimes just knocked off school for a while to watch television or have a day or two of fun. He thought it was right to have the student make up all the work that he had missed.

B) The other gave just average marks but he was not so firm. He understood that children would sometimes just not turn up; would be out having a little fun for a day or two. When his students did this he would take them back without having them make up the work they had missed.

(Part one)

1) Which of these teachers do you believe that it would be better to be taught by in most cases?

2. School Construction Relational Item R I

When a community has to make arrangements for building a school there are three different ways they can decide to arrange things like where it is to be built and who is going to build it.

A) There are some communities where it is mainly the older or recognized leaders of the important families who decide the plans. Everyone usually accepts what they say without much discussion since they are the ones who are used to deciding such things and are the ones who have had the most experience.

B) There are some communities where most people in a group have a part in making the plans. Lots of

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2. concluded

different people talk, but nothing is done until almost everyone comes to agree as to what is best to be done.

(c) There are some communities where everyone holds to his own opinion and they decide the matter by vote. They do what the largest number want even though there are still a very great many people who disagree and object to the action.

1) Which way do you think is usually best in such cases?

3. Child Training

Some people were talking about the way children should be brought up. Here are three different ideas.

A. Some people say that children should always be taught well the traditions of the past (the ways of the old people). They believe the old ways are best, and that it is when children do not follow them enough that things go wrong.

B. Some people say that children should be taught some of the old traditions (ways of the old people) but it is wrong to insist that they stick to these ways. These people believe that it is necessary for children always to learn about and take on whatever of the new ways will best help them get along in the world of today.

C. Some people do not believe children should be taught much about past traditions (the ways of the old people) at all except as an interesting story of what has gone before. These people believe that the world goes along best when children are taught the things that will make them want to find out for themselves new ways of doing things to replace the old.

1) Which of these people had the best idea about how children should be taught?

4. One time a boy had many dogs as pets. Most of them died off in different ways. People talked about this in different ways.

A. Some people said you just can't blame a boy when things like this happen. There are so many things that can and do happen and a boy can do almost nothing to prevent such losses when they come. We all have to learn to take the bad with the good.

B. Some people said that it was probably the boy's own fault that he lost so many. He probably didn't use his head to prevent the losses. They said it is usually the case that men who keep up on new ways of doing things, and really set themselves to it, almost always find a way to keep out of such trouble.

C. Some people said that it was probably because the boy had not lived his life right - had not done things in the right way to keep harmony between

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5. Expectations About Change

Three young people were talking about what they thought their families would have one day as compared with their fathers and mothers. They each said different things.

The first said: I expect my family to be better off in the future than the family of my father and mother or relatives if I work hard and plan right. Things in this country usually get better for people who really try.

The second one said: I don't know if I will be better off, the same, or worse off than the family of my father and mother or relatives. Things always go up and down even if people work hard. So one can never really tell how things will be.

The third one said: I expect my family to be about the same as the family of my father and mother or relatives. The best way is to work hard and plan ways to keep up things as they have been in the past.

1) Which of these people do you think had the best idea?

6. Help in Misfortune

A man had lost his job. He and his family had to have help from someone if they were going to get through the winter. There are different ways of getting help. Which of these three ways would be best?

Would it be best if he depended mostly on his brothers and sisters or other relatives all to help him out as much as each one could?

Would it be best for him to try to raise the money on his own outside his own people from people who are neither relatives nor employers?

Would it be best for him to go to a boss or to an older important relative who is used to managing things in his group and ask him to help out until things get better?

1) Which way of getting help do you think would usually be best?

7. Family Work Relations

I'm going to tell you about three different ways families can arrange work. These families are related and they live close together.

In some groups it is usually expected that each of the separate families (by which we mean just husband, wife and children) will look after its own business separate from all others and not be responsible for the others.

In some groups it is usually expected that the close relatives in the families will work together and talk over among themselves the way to take care of whatever problems come up. When a boss is needed they usually get one person, not necessarily the oldest able person to manage things.

In some groups it is usually expected that the families which are closely related to each other will work together and have the oldest able person be responsible for and take charge of most important things.

1) Which of these ways do you think is usually best in most cases?

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8. Choice of Delegate

A class like yours is to send a delegate - a representative - to a meeting away from here (this can be any sort of meeting). How will this delegate be chosen?

Is it best that a meeting be called and everyone discuss things until almost everyone agrees so that when a vote is taken almost all people would be agreed on the same person?

Is it best that the older, smarter, more important student leaders take the main responsibility for deciding who should represent the class since they are the ones who have had the long experience in such matters?

Is it best that a meeting be called, names be put up, a vote taken, then send the student who gets the majority of votes even if there are many people who are still against this student?

1) Which of these ways of choosing is usually best in cases like this?

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9. Philosophy on Life

People often have very different ideas about what has gone before and what we can expect in life. Here are ways of thinking about these things.

Some people believe it best to give most attention to what is happening now in the present. They say that the past has gone and the future is much too uncertain to count on. Things do chage, but it is sometimes for the better and sometimes for the worse, so in the long run it is about the same. These people believe the best way to live is to keep those of the old ways that one can - or that one likes - but to be ready to accept the new ways which will help to make life easier and better as we live from year to year.

Some people think that the ways of the past (ways of the old people or traditional ways) were the most right and the best, and as changes came things got worse. These people think the best way to live is to work hard to keep up the old ways and try to bring them back when they are lost.

Some people believe that it is almost always the ways of the future - the ways which are still to come - which will be best, and they say that even though there are sometimes small set back, change brings improvements in the long run. These people think the best way to live is to look a long time ahead, work hard, and give up many things now so that the future will be better.

1) Which of these ways of looking at life do you think is best?

10. Wage Work

One way is working on one's own as an individual. In this case a man is pretty much his own boss. He decided most things himself, and how he gets along is his own business. He only has to take care of himself and he doesn't expect others to look out for him.

One way is working in a group where all the men work together without there being one main boss. Every man has something to say in the decisions that are made and all the men can count on each other.

One way is working for an owner, a big boss, or a man who has been running things for a long time.

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10. concluded

In this case the men do not take part in deciding how the business will be run, but they know they can depend on the boss to help them out in many ways.

1) Which of these is usually best for a man who does not hire others?

11. Belief in Control

Three men from different areas were talking about the things that control the weather and other conditions. Here is what they each said,

One man said: "My people have never controlled the rain, wind and other natural conditions and probably never will. There have always been good years and bad years. That is the way it is and if you are wise, you will take it as it comes and do the best you can."

The second man said: "My people believe that it is a man's job to find ways to overcome weather and other conditions just as they have overcome so many things. They believe they will one day succeed in doing this and may even overcome drought and floods."

The third man said: "My people help conditions and keep things going by working to keep in close touch with all the forces which make the rain, the snow, and other conditions. It is when we do the right things - live in a proper way - and keep all that we have in good condition that all goes well."

1) Which of these men do you think had the best idea?

12. Ceremonial Innovation

Some people in a community like your own saw that the church ceremonies were changing from what they used to be.

Some people were really pleased because of the changes in religious ceremonies. They felt that new ways are usually better that old ones, and they like to keep everything - even ceremonies moving ahead.

Some people were unhappy because of the change. They felt that religious cermonies should be kept exactly - in every way - as they had been in the past.

Some people felt that the old ways for religious ceremonies were best but you just can't hang on to them. It makes life easier just to accept some changes as they come along.

1) Which of these three said most nearly what you would believe is right?

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13. Ways of Living

There were two boys talking about how they liked to live. They had different ideas.

One said: "What I care about is accomplishing things - getting things done just as well or better than other people do them. I like to see results and think they are worth working for.

The other said: "What I care most about is to be left alone to think and act in the ways that best suit the way I really am. If I don't always get much done but can enjoy life as I go along, that is the best way."

I: Which way do you think is best?

14. Store Inheritance

Some sons and daughters have been left a corner store by a father or mother who has died. All these sons and daughters are grown up, and they live near each other. There are three different ways they can run the store.

In some groups of people it is usually expected that the oldest able person (son or daughter) will take charge of, or manage, all the stock held by himself and the other sons or daughters.

In some groups of people it is usually expected that each of the sons and daughters will prefer to take his or her own share of the business after it has been sold.

In some groups of people it is usually expected that all the sons and daughters will keep the store and work together and decide among themselves who is best able to take charge of things, not necessarily the oldest, when a boss is needed.

I: Which way do you think is usually best in most cases?

15. Land Inheritance

Now I want to ask a similar question about a rich man who died and left several pieces of property to his children. All his sons and daughters are grown and live near each other. There are three ways they can handle the property.

In some groups of people it is usually expected

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15. concluded

that the oldest able person will take charge of or manage the property for himself and all the other sons and daughters even if they all share it.

In some groups of people it is usually expected that all the sons and daughters will make use of property together. When a boss is needed, they all get together and agree to choose someone of the group, not necessarily the oldest, to take charge of things.

In some groups of people it is usually expected that each son and daughter will take his own share of the land and do with it what he wants - separate from all the others.

1) Which of these ways do you think is usually best in most cases?

16. Care of Business

There were two men both worked for themselves. They lived differently.

One man kept his business going all night but didn't work at it more than he had to. He wanted to have extra time to visit with friends, go on trips, and enjoy life. This was the way he liked best.

One man like to work at his business, and was always putting in extra time keeping his tools, and equipment in fine condition. Because he liked this extra work, he did not have much time left to be with friends, to go on trips, or to enjoy himself in other ways. But this was the way he really liked best.

1) Which kind of man do you believe it is better to be?

17. Length of Life

Three people were talking about whether people themselves can do anything to make the lives of men and women longer. Here is what each said:

One said: "It is already time that people like doctors and others are finding the way to add many years to the lives of most men by discovering (finding) new medicines, by studying foods, and doing other things as vaccinations. If people will pay attention to all these new things they will almost live longer."

The second one said: "I really do not believe that there is much human beings can do to make the lives of men and women longer. It is my belief that every person has a set time to live, and when that time comes, it just comes."

The third one said: "I believe that there is a plan to life which works to keep all living things moving together, and if a man will learn to live his whole life in accord with that plan, he will live longer than other men.

1) Which of these three said most nearly what you would think is right?

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18. Money Allocation

The government is going to help a school like yours to get more money for school supplies and equipment. The government officials suggest that the community should have a plan for dividing the extra money, but don't say what kind of plan. Since the amount of extra money that may come in is not known people feel differently about planning.

Some say that whatever money comes in should be used just about like money in the past was always used.

Others want to work out a really good plan ahead of time for using whatever money comes in.

Still others want to just wait until the money comes in before deciding on how it will be divided.

1) Which of these ways do you think is usually best in cases like this?

19. Housework

There were two girls talking about the way they liked to live.

One said that she was willing to work as hard as the average but that she didn't like to spend a lot of time doing the kind of extra things in her house or taking up extra things like _____. Instead she liked to have full time to enjoy visiting with people - to go on a trip - or to just talk with whoever was around.

The other woman said that she liked best of all to find extra things to work on which would interest her - for example _____. She said she was happiest when kept busy and was getting lots done.

1) Which of these ways do you think it is usually better for women to live?

20. Non-working time

Two boys spend their time in different ways when they have no work to do.

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20. concluded

One boy spends most of his time learning or trying out things which will help him in his work.

One boy spends most of his time talking, telling stories, singing, and so on with his friends.

1) Which of these boys has the better way of living?

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